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ABSTRACT

The growing demands for educational improvements must be addressed by all segments of the community. The business sector can meet its part of this responsibility through business-education partnership programs. This document is a guide for businesses or schools interested in beginning such a partnership. It is also a descriptive listing of partnership programs in the State of New York. The guide gives information on the following topics: (1) why business is concerned with education; (2) cooperation between business and education; (3) how to start partnerships; (4) the benefits of partnerships; and (5) differences between the way businesses and educational institutions are run. Thirty-seven partnerships that have been innovative and successful are profiled. A list of resources supplying names and addresses of partnership programs, support organizations, and suggested readings concludes the document. (VM)

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Partnerships For The Future: Business-Education Partnerships In New York State

OCTOBER, 1987

The Public Policy Institute

An affiliate of the Business Council of New York State, Inc., 152 Washington Avenue, Albany, New York 12210

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PARTNERSHIPS FOR THE FUTURE:

BUSINESS-EDUCATION PARTNERSHIPS IN NEW YORK STATE

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INTRODUCTION

I recommend to you this excellent resource on school-business partnerships. As the whole is greater than the sum of its parts, so too partnerships offer the potential for developing even more and better solutions to address the educational needs of students. Both businesses and schools have a common stake in promoting educational achievement for all students in order to assure a well-educated work force. Without question, it is a widely accepted fact, a good education is necessary to meet the needs of tomorrow's business community.

There are some very distinct limits on the extent to which we can make the kinds of changes necessary in education if we try to do it alone. To succeed, we need colleagues, collaboration, levels of cooperation and understanding. That means we need to pay conscious attention to them. The word partnership implies shared responsibility and collaboration. Within that context, this booklet sets forth the principles upon which school-business partnerships may be built. The models described herein clearly demonstrate that there are many opportunities to build partnerships that can be of assistance to all schools.

I offer the support of the State Education Department in enhancing your partnership efforts and in supporting you in achieving success.

Thomas Sobol
Commissioner
New York State Education
Department

FOREWORD

Few issues have captured the attention of the American public as has the performance of our public schools. There is a growing demand for improvements, not merely to insure that high school graduates have achieved a minimum level of competency in basic skills, but to prepare our young people with the educational foundation necessary to compete in an increasingly complex and technology-oriented world.

There also is a growing realization that improved educational performance can only be achieved through dedicated effort, and that while the responsibility for improvements rests most directly with educators, we all share responsibility for providing the environment and resources necessary to achieve this goal.

This responsibility extends to the business community. In the past, many businesses complained about high school graduates who were lacking the basic skills needed to be productive employees. Unfortunately, their involvement often ended with their complaints.

However, a number of businesses saw opportunity where others only saw problems — opportunity to use the business community's unique resources to help elementary and secondary schools perform better.

Business-education partnerships are no longer an experiment — there are hundreds of functioning, productive partnerships operating across the nation, many of them here in New York State. And, even though the business community has generally recognized that it can play a constructive role in promoting and supporting our schools, many business people are unsure as to how to approach the issue. That is why the Public Policy Institute and The Business Council of New York State, Inc. became involved in this project.

The following is a "trail guide" written expressly for you — the New York State business executive interested in establishing partnership programs in your own community. This booklet explains *why* these partnerships are important and provides a general *how to* section. This guidebook also contains an extensive *profile* section describing active business-education partnerships right here in New York State.

We all have so much to gain by promoting our local schools — and so much to lose if we allow our educational system to deteriorate. It only makes sense that we all work together to achieve this goal.

Daniel B. Walsh
President
The Public Policy Institute

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We also extend thanks to the New York State Education Department and the New York State Board of Regents for their support and assistance in preparing this document, and special thanks to the Education Department for printing the final report.

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PART ONE:

WHY BUSINESS IS CONCERNED WITH EDUCATION

Recent reports on the condition of elementary and secondary education in the United States have caused widespread concern. Although efforts are being made to improve on this record, these reports have illustrated a crisis in the American education system.

Consider these statistics:[1]

- There are 23 million illiterate adults in the U.S.;
- average scores on the Scholastic Aptitude Tests have been declining for the past 17 years;
- 20 percent of American high school students drop out before graduation;
- only 20 percent of the nation's 17-year-olds are able to write a persuasive essay and only 47 percent are able to write a letter to correct a billing error;
- enrollment in remedial mathematics courses at four-year colleges increased by approximately 72 percent between 1975 and 1980; and
- on 19 identical academic tests, American students' scores were compared to students' scores from other industrialized nations. U.S. students had the lowest scores on seven of the tests. In no instance were the American scores among the first or second highest.

This educational deterioration has affected New York State as well. While many of our state's schools are performing well and improving their delivery of services, New York has not been immune to these nationwide problems. For example, the state has an annual dropout rate of 5.8 percent — 10.1 percent in New York City and 3.4 percent in the rest of the state. The dropout rate for minorities is far higher. In the state's 1984-85 school year, the dropout rate was 26 percent among black students and 20 percent among Hispanics.[2]

With the growing complexity and educational requirements of many jobs, students with substandard educations have limited economic futures. High school dropouts often contend with chronic unemployment, or underemployment, and vastly reduced earning power.

According to "The Trend Letter," a Washington, DC newsletter, students who leave high school without a diploma can expect to earn $270,000 less in their lifetimes than the average high school graduate. It also reports that the nation's one million high school dropouts in 1985 will eventually cost $20 billion in Welfare and prison costs, $65 billion in lost tax revenues and $200 billion in lost wages.[3] The effects of lost productivity, lost economic growth, and social support payments are ultimately borne by corporate and individual taxpayers.

In contrast to the dropout problem in the United States, 95 percent of all 18-year-olds in Japan graduate from high school. Furthermore, the Japanese graduates have completed course work equivalent to two or three years of work in an average American college.

In describing the dramatic improvements in Japan's educational system since World War II, Action for Excellence, a report by the Education Commission of the States, observes that "Japan's improvements in

education corresponds to Japan's postwar economic miracle — a correspondence which suggests a direct link between education and productivity."[4]

The U.S. economy has suffered the consequences of its declining level of educational performance. Businesses are encountering a labor force characterized by inadequate skill levels. Consequently, jobs remain unfilled, or are done poorly, because applicants do not possess basic skills.

As an illustration, the New York State Department of Labor forecasts that 800,000 jobs appropriate for high school graduates will be created in the state over the next three years. However, it also forecasts that at least 180,000 will remain vacant, and that more than half of those unfilled jobs will be in areas of the state with serious dropout problems.[5]

Inadequate skill levels and unfilled jobs have affected American productivity. Resources that might have gone to business expansion or new technologies have been directed instead to employee training programs — to complete the job of teaching basic skills that was not accomplished through our school systems.

A New Wave of Cooperation

The nation's education community is working to reverse its declining performance, and is receiving an increasing level of support from America's business sector. Business people are beginning to develop working relationships with local educational systems to help insure that students graduate with better educations and are better prepared to enter the workforce. Successful partnerships between businesses and education are being forged through an appreciation of the mutually-beneficial results such partnerships can produce for students, schools, businesses, the community and the economy.

Through these efforts, New York State businesses are working to insure a more productive New York. By creating ties with elementary and secondary schools, companies are addressing the challenge presented by the Education Commission of the States, which called for:

> "... new alliances among educators, school systems and many other groups in America to create a new ethic of excellence in public education. We believe especially that businesses, in their role as employers, should be much more deeply involved in the process of setting goals for education in America and in helping our schools to reach those goals."[6]

How Is This Happening?

In some cases, State government is acting as a facilitator in creating business-education partnerships. An example is New York State's School and Business Alliance plan. Targeted for areas with severe dropout problems, this program calls for businesses to "offer opportunities for permanent, full-time jobs to at-risk students who agree to remain in school, attain basic academic and employability skills, and graduate with the capacity to work productively." This program is supported by a $2 million appropriation in the current State budget.[7]

The New York State Education Department also sponsors the Teacher Summer Business Training and Employment Program. This program provides opportunities for math, science and occupational education teachers to participate in summer jobs which improve their technical knowledge and effectiveness as teachers. The program provides state aid to school districts to pay up to 30 percent of a teacher's wages, to a maximum of $1,000, for summer work in a business.

Of course, businesses can also create partnership opportunities on their own. And one of the best features about business-education collaborations is that there are no hard and fast rules. They are determined by the schools' particular needs and companies' abilities and willingness to contribute resources — staff, time and funding — to help solve problems and enhance the educational experience.

Regardless of the size of the school or the size of the business, cooperative efforts can help improve

the basic academic and technical skills of New York's students. Businesses are finding that by helping the educational process, they are also helping themselves — by improving the quality of the labor force from which they draw their employees. In addition to providing general assistance to public education, some partnership programs are specifically geared to helping students prepare for the transition from high school to employment.

But How Do You Get Started?

In their 1984 report entitled, High Schools and the Changing Workplace, the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine suggest a first step:

> "First, and perhaps most important, (business) can make a continuing effort to convince teachers and school administrators that the standards and expectations of private and public employers are reasonable, necessary, attainable, and, in fact, essential to the health of the national economy and the financial security and living standards of every citizen."[8]

The same report stresses that businesses need to do more than tell educators how they might help students find jobs after graduation. Rather, businesses should support education in the broadest of terms, by helping to engender public support of the schools. They should also be ready and willing to contribute directly to the improvement of the educational system.

What Can Be Done?

As mentioned previously, there are few limitations on the form and function of school and business partnerships. The most successful partnerships address the unique circumstances faced by specific schools. The following pages describe a number of partnerships which have been undertaken around the country, ranging from those involving one employee and one class to district-wide programs sponsored by large corporations. This listing is intended to illustrate the wide range of possible programs, and is by no means exclusive.

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One of the most important ways that businesses can assist schools is by publicly supporting the school's primary mission of teaching and fostering the learning process. This may include giving employees time off to participate in school improvement activities and encouraging employees to become personally involved with the schools by serving on the school board or in other capacities. It may mean underwriting the cost of printing a school's newsletter. Regardless of the form, active support and efforts to tell others about local education are important steps in forging successful partnerships.

For example, you or your company may want to work to increase public awareness of the school district budget when it is up for approval.Quality and equity in education is partially a product of financial support, and school districts rely on locally-approved budgets for much of their operating income.

A business also can help underwrite the costs of public events hosted by local schools, such as open houses, parent-teacher conferences, art shows, and musical events. Underwriting school events provide business with opportunities for generating positive corporate relations, while reducing schools' expenditures.

Businesses can help sponsor and finance fund-raising efforts for special projects such as class trips, purchasing new equipment, and even major capital improvements such as adding laboratories. Fund-raising efforts also could be geared toward establishing a school endowment or a community scholarship program.

By no means are we suggesting that "business-education partnership" is just another term for fund-raising or contributing money. Certainly, there are times when philanthropy is what is needed most. But

there are many ways — other than through the checkbook — that businesses can contribute to their local schools. Nearly all businesses have internal resources valuable to their local school district and its students.

People with experience in these efforts stress the importance of personal involvement in forming successful business-education partnerships. Skilled business personnel can donate their time and energy to assist schools. Business managers can assist district administrators in planning capital investments, purchasing, or in setting up accounting systems. If the district is buying its first computer, companies can loan their computer and data processing personnel. These "donations" of time and knowledge can be just as valuable as donations of money and equipment.

Business can also establish flexible hours for employees who work with the local schools. This could make it possible for employees to serve on the school board, to make special presentations or help teach classes, or to donate time in conjunction with a school-based planning team developing a school improvement plan or to implement activities identified as a part of such a plan.

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By opening their training programs to educators, business can help make good teachers and administrators better teachers and better administrators. Partnerships can help make educators feel more a part of the business community and employees more a part of the educational community.

Business-education partnerships can become involved in a number of teacher-related areas. Businesses have helped to recruit teachers and have offered summer employment opportunities that not only supplement teachers' salaries but also provide valuable experience. Other businesses have assisted teachers in keeping their knowledge of changing technologies current and keeping their curricula relevant to the needs of business. Some industries have offered direct training of science and math teachers, provided mentoring for teachers by corporate engineers and scientists, or established scholarships or low interest loan programs for teachers who want to continue their educations.

Business can welcome new teachers and reacquaint the existing staff to the business community and help get this vital relationship off to a good start. The business community can sponsor a reception at the beginning of the school year to help show new teachers that the community cares about them. They may also put together "welcome wagon" packages including discount offers and other gifts. Hiring teachers for summer jobs can help supplement a teacher's salary while helping a business accomplish special projects with talented and temporary personnel. New York State already provides some funding for such programs, which could be greatly expanded. Certainly the need is there.

Businesses' assistance to teachers can extend beyond financial help. A school's curriculum must be relevant and be geared to prepare students for life after graduation.

Corporations can work with schools to enrich and enhance curricula. This corporate involvement could include the company's executives working with teachers and principals to identify skills students will need in future job markets.

Having a businessperson and a professional educator teach a class together as a team is another possible avenue of corporate assistance in the classroom. Team teaching can be a rewarding experience for teachers, students and businesses. For example, a school could invite a company's business manager to co-teach an accounting course and help students realize the practical applications of the skills they are learning in the classroom.

A team teaching approach can be supplemented by having business people familiarize teachers with the activities of various businesses. This could include having the teacher spend a day at the business learning about its products and employees.

The ultimate objective of all business-education partnerships is helping the student, and the following are some examples of partnerships that entail more direct involvement with individual students. Busi-

ness personnel who have participated in this type of program have said that their experiences working directly with students have been very rewarding.

Business people may volunteer to tutor students, or to help to establish programs for handicapped or gifted students. The extent of this involvement may be a few hours a week or could entail an endowment to a scholarship program.

Internship programs can help match students with businesses in which they may have an interest. These programs allow students to attend classes and to spend time working at a business. The student learns about what the business does and what skills are required for particular jobs. Internships are good opportunities for a student to explore their interests. Students may get the same kind of exposure to business through part-time jobs.

Tours and visits can also introduce students to career opportunities. Businesses can use such visits to tell students what kinds of skills are needed for different jobs, what they can expect to earn, how the company works, its place in the community, and the importance of an educated work force.

Some business people are well-qualified to teach students on job hunting and career development. A group of businesses may want to work together to develop a job skills seminar covering such topics as how to prepare for an interview, how to write a cover letter and resume, and where to look for information about available jobs. This type of seminar could include information on local businesses and specific occupations in demand locally.

Many businesses have participated in career days or similar events. During such programs, students have a chance to hear brief presentations about jobs and companies and are able to ask questions about these and related topics.

Special help can be offered to students with special needs. Many times, students with special needs require special teaching assistance the school is unable to provide. Business can help create and fund programs for gifted, as well as for physically and developmentally handicapped students. Such special programs help students make the most of their potential.

What Are The Benefits?

These examples represent only a small number of the possible business-education partnership formats. Imagination and the desire to improve New York's educational system are the key ingredients to finding ways of becoming part of a school's commitment to providing a quality education to all its students. Working with a group of teachers, a school board, or a school principal will help to reveal programs and activities that will be particularly beneficial to the local school district, its students... and the business community.

There are a variety of reasons for businesses to become involved in helping schools better prepare students for future jobs. Individual businesses working with schools in their area may find their own ways to benefit from this cooperation. The following presents several beneficial outcomes of successful partnerships.

- Communities are improved because good schools help make good citizens, and good citizens make good communities. And school programs are often an important factor in attracting people to a community.
- Businesses benefit from a better-educated labor pool.
- Participation in a business-education partnership is also a way to enhance a company's public image as a responsible and active member of the community.
- Opportunities develop for employee recruitment through internships and other cooperative education programs. Recent college graduates who have had good experiences during their high school internships may want to return to those companies as full-time employees. These programs can also help influence students in choosing what have been considered non-traditional positions.

• And one of the greatest attractions of these partnerships is that any business can become involved. There are few restrictions on what type of partnerships can be created and no limits on what can be accomplished. Realistic objectives, though, are important, and must be developed by working with the school personnel and by knowing how deeply a company can become involved.

If a business doubts that it has anything to contribute to a partnership with a school, then consider this passage from the Institute for Educational Leadership in its report, Let's Not Reinvent the Wheel:

> "In a time of fiscal stringency and widespread criticism, schools are in search of allies. Educators realize more and more that business could be a source of strong civic support for public education, particularly at a time when they are increasingly hamstrung by the taxpayer revolt, public dismay at the quality of education, and declining enrollments in a fragile economy that limits the resources schools need to do their job. Business can be a source of moral and political support, financial support, and ideas for improving education."[9]

Footnotes:

1. A Nation at Risk, U.S. Department of Education, Washington, DC, April, 1983.
2. Verbal Interview, New York State Education Department, 1986.
3. School Aid: Business Tackles Education's Problems, The Trend Letter, The Naisbitt Group, Washington, DC, July, 1986.
4. Action for Excellence, Education Commission of the States, Washington, DC, February, 1983.
5. The Governor's School and Business Alliance, Governor Mario Cuomo, State of New York, Albany, NY, February, 1986.
6. Action for Excellence, Education Commission of the States, Washington, DC, February, 1983.
7. The Governor's School and Business Alliance, Governor Mario Cuomo, State of New York, Albany, NY, February, 1986.
8. High Schools and the Changing Workplace, National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, National Academy Press, Washington, DC, 1984.
9. Let's Not Reinvent the Wheel, Institute for Educational Leadership, Washington, DC.

PART TWO:

HOW TO GET INVOLVED

Good schools have traditionally provided a solid base for business activity in New York State. Amid the recent flurry of reports detailing the problems facing education, educators and business people have realized the need to improve the quality of our schools. Businesses' involvement is driven partially by their interest in improving the state's business climate. The nature of our economy is changing, as are the knowledge requirements of the workplace. The schools which prepare our children to become productive members of society must be kept abreast of these changes.

Educators cannot accurately forecast these changes without your help. They need the active involvement of the business community. Strategies to address the problems facing our schools can be forged through school and business partnerships that acknowledge the fact that the economic and social future of New York is the responsibility of the entire community.

Mr. Robert Lundeen, retired chairman of the board of Dow Chemical Company, has observed:

> "As beneficiaries of education, business and industry have a responsibility to develop and put into practice new patterns of partnership and cooperation with educators. Education and business need each other. Together they can improve the quality of the graduates hired, help the image of the community, and give a better return on tax dollars spent. It makes a lot of sense for business and education to work as partners."[10]

Many different steps can be taken to create and develop successful business-education partnerships and there are several good models from which to learn and borrow. However, it is important to remember that these are examples rather than formulas — innovative approaches are often needed to address a community's unique circumstances. Most successful business-education partnerships are tailored to the needs — and capabilities — of their participants.

In Toward Excellence: Private Sector Initiatives In Education, the U.S. Department of Education suggests some brief guidelines on how businesses might launch a partnership venture.[11]

1. **Take the initiative**; learn about what your local schools are doing and the problems they are facing, and decide to get involved.

   This may appear to be one of the easiest steps towards forming a partnership, but in practice it may be the most difficult. Many of the most successful partnerships require little direct contribution of an executive's time, but they all require the initial effort to identify problems and make commitments to help overcome them.

   What you want to do, and level of commitment you can make are, in most instances, less important than the decision to become involved.

2. **Inform yourself** about educational needs in your area. Talk to school administrators and teachers, public officials, your neighbors — and don't forget your own children and other students.

   Familiarize yourself with New York State's "Regents Action Plan" which outlines general statewide strategies to improve the quality of primary and secondary education in the state.

   Many educators agree that one of the greatest benefits of establishing partnerships is providing business people — who are often influential members of the community — a better understanding of what goes on in the schools and what local schools need in order to become more effective.

3. **Find out what, if anything, has already been done.** It might be helpful to contact trade associations, your corporate headquarters, and the local school district to learn what others have done and to learn from their experience.

   Look to what similar companies have done. Think how those good ideas can be tailored to your local schools, your employees, and your available resources.

   Part Four of this book provides a directory of resources which should be helpful. It lists a number of organizations — those representing businesses and those affiliated with education — involved in busi-

ness-education partnerships that may be able to provide you with additional ideas.

4. **Evaluate what you have to offer.** Once you have identified local needs, determine to what extent you can help address them. You may be able to make a financial contribution or perhaps an even more valuable contribution of time, experience, technical expertise, and personal leadership. Or, you may be able to contribute equipment, facilities, or help solicit additional financial contributions.
5. **Build support** and try to get others interested in your ideas. Meet with local school officials, introduce your ideas and offer your services. Find out if they concur with what you have identified as significant problems, and see their reaction to your proposals to address them.
6. **Formalize your ideas** by drafting a letter of agreement with school officials or other organizations that spells out what you will do, what is expected from the recipient of your efforts, and how this effort will be organized, managed and financed.

   Some partnerships develop formal contracts to serve as guidelines for the program. Whether your approach is formalized or operates on verbal agreements, there must be an underlying foundation which stresses mutual respect, commitment and agreement to the goals of the partnership.
7. **Implement your plan of action** and build momentum and community support.
8. **Evaluate your progress.** Recognizing that it will take time before substantial improvements in educational attainment are achieved, you should be continually evaluating your efforts not just for results, but to see whether the program is being supported by teachers, students and members of the community. Try to learn from your experience and make improvements to the partnership. An ongoing review process will help assure continuing success as small problems can be identified and corrected before they become big problems.

. . . . . .

Even with the best laid plans, things can go wrong. You must appreciate that business-education cooperation is still a relatively new phenomenon and actors on both sides may not be fully comfortable with the concept. And, as with any new venture, there likely will be problems in implementing your plans, and results may not come as readily as had been envisioned.Santee C. Ruffin, Jr., writing in a National Association of Secondary School Principals publication entitled, *School-Business Partnerships: Why Not?* offers some reasons schools may show some apprehension about business involvement:

> "In the past, some educators have been reluctant to involve business and industry in instructional programs for a number of reasons: a belief that business people would not understand how schools function; a fear of negative criticism; a belief that business and industry would target their interests solely to vocational education; and a fear that business would encroach on the professional image of educators."[12]

Like any business venture, these partnerships carry risks as well as potential benefits. Recognizing the risks before entering into a partnership agreement may help you avoid problems before they occur.

1. **Remember that schools are not businesses**. They do not and should not be expected to operate like a business. In addition to teaching and learning, schools have secondary missions that include custodianship, health care and recreation.

   Further, school operations are fairly well regulated by state and local laws with regard to administration, finances and curriculum. Therefore, financial and managerial discretion may be limited when compared to that which you have in a private company.
2. **Remain flexible** and remember that this is a partnership. One sure way to doom a partnership is by insisting that things be done your way. While you should be involved in decisions, your willingness to contribute to the educational process does not give you control over all aspects of the partnership. Cooperation and flexibility — and recognition of others' expertise — are necessary on the part of all parties.
3. **Be realistic in your proposals.** While you may have the best of intentions, a partnership can fail because

of a lack of time, personnel or other resources on the part of the sponsoring businesses. Before you enter into any partnership agreement, make a realistic evaluation of your company's ability to contribute. Remember, not every partnership needs to be a "Taj Mahal." If the project you have in mind is larger than what you can handle on your own, start with a pilot project and enlist other participants.

4. **Do not expect instant impact**, particularly if your partnership is orientated toward improving test scores or reducing dropout rates. These problems have developed over time and it will take long-term efforts to correct them. To avoid this possible source of frustration, establish realistic timetables and objectives when setting up your partnership.
5. **Stick with it.** An important corollary to Point 4 is to not abandon your efforts if things don't go according to plan. Unless you are extremely fortunate, there will be rough spots for even the best of partnerships. Rather than give up, review your original objectives and your action plan to see if the objectives are reasonable and if your actions were appropriate. And most important, determine how you can change the program to make it more effective.
6. **Maintain continuity of involvement.**Consistent involvement and regular communications are essential ingredients for a successful partnership. Many businesses entering into educational partnership programs find it useful to assign a permanent liaison to work with the school and other involved organizations. The larger and more diverse a program is, the more important this liaison function becomes.
7. **Remember your ultimate objective — improving local education.** Among the many benefits that a business can realize from such partnerships are positive public relations, a better trained local labor pool, and enhanced recruiting efforts. While these are positive "externalities" of the program, your primary objective should be the improvement of the local education system for the benefit of its students.
8. **Bring more than your checkbook to the partnership.**Although local school budgets are often very tight, you and your business can usually contribute more than money to the education process. A more important contribution may be your personal involvement through the donation of your time, knowledge and experience. Of course, financial support can be a necessary ingredient of successful partnership programs.

These pages have provided some guidelines on planning for and implementing a business-education partnership, and have pointed out some of the possible pitfalls. By taking these suggestions, and using your skills as a business person to adapt them to the unique problems and circumstances faced by your local schools, you too should be able to develop a useful, productive working relationship with your local schools.

But in the final analysis, the most important factor for successful partnerships is hard work by all the parties involved. For the businessperson, entering into a business-education partnership should be not different from any other business venture — it requires a strong commitment of people and resources. Like excellence in business, excellence in education has its price.

Footnotes:

10. Catching the Spirit of Educational Cooperation, Robert Lundeen, ProEducation magazine, St. Petersburg, FL, September, 1986.

11. Toward Excellence: Private Sector Initiatives in Education, U.S. Department of Education, Washington, DC.

12. School Business Partnerships: Why Not?, Santee C. Ruffin, Jr., National Association of Secondary School Principals, Reston, VA, 1983.

PART THREE:

PARTNERSHIP PROFILES

Even though business-education partnerships are still an emerging phenomenon in New York and throughout the nation, there are a number of innovative and successful programs now underway.

One of the best features of these partnerships is there are no formal requirements — they represent business and education leaders coming together to develop innovative solutions to unique problems facing local schools. Partnerships have been established between "Fortune 500" companies and small rural school districts; they have targeted the special problems of inner city schools; they are one or two people working with a single classroom. In short, New York is home to a fairly complete sampler of business-education partnerships.

The following presents profiles of a number of successful programs now underway in New York State. These were not chosen on any systematic basis, and this should not be considered a comprehensive listing or a selection of the "best" programs in the state. The only real criteria used in creating these profiles was that they represent successful programs and offer examples that others could reproduce.

In addition to giving the details of the various partnerships, these profiles identify contact people involved with the partnerships and provide their addresses and telephone numbers. That way, if you are interested in more details about the program, you know where to get information. The willingness of participants to provide information is typical of these partnerships and others like them — it is guaranteed that these people will be willing to share their experiences with you.

• AUBURN

Breaking Stereotypes

Career days for students can be fairly routine. However, one Central New York school district goes beyond the standard format. Instead of having only one person from a business appear to tell students about career opportunities, Auburn offers two: one male and one female.

According to its founder, Auburn High School counselor Guy Bovi, the Sex Equity Career Awareness Fair has been well received by students and participating businesses. Bovi says that the idea grew out of a Vocational Education Act grant requirement that schools promote equity. As a result, Auburn has for the past five years held career fairs which have included male nurses, and female machinists, carpenters and meat cutters.

"The students learn about careers and also see men and women in non-traditional roles," says Bovi. "Not only do they find out what it takes to become a nurse, for example, but they also get to know the problems a man may have breaking into the field."

The day-long program features presentations on more than 70 career fields.

Contact: Guy Bovi or Bob Bradley
Board of Education Offices
Thornton Avenue
Auburn, NY 13021
Phone: 315-253-0301

• BALDWINSVILLE

What Do Teachers Do?

Susan Acker, a third grade teacher at the Palmer Elementary School in Baldwinsville, has coordinated for the past two years a National Education Association-sponsored program that brings residents into the district's schools to "see what really goes on in a classroom."

The visitors, as guests of the Baldwinsville Teachers Association, visit in advance with the teachers with whom they will be attending a day of school. During the school day, the visiting "teacher-for-a-day" observes

and may even help with lessons. Participants in this program have included members of the local business community, and the reception of this program within the community has been enthusiastic.

Acker observes that the participants "can appreciate the planning that goes into a school day. They can also appreciate the pace a teacher keeps."

Contact: Susan Acker
Palmer Elementary School
Hicks Road
Baldwinsville, NY 13027
Phone: 315-638-4479

• CANANDAIGUA

Economic Education

The Canandaigua Chamber of Commerce is one of many local Chambers in New York State helping school districts teach students about the American free enterprise system.

Russell Bateson, executive director of the Chamber, says the Chamber recently donated the U.S. Chamber of Commerce's "Enterprise is America" teaching program to the Canandaigua Senior Academy. This program includes films, audio cassettes, and printed materials for use in teaching the basics of economics.

The materials were presented to the school's Curriculum Review Committee, and will help the school meet the requirement that all students receive one semester of instruction in economics.

"I think this is part of our mission," says Bateson. "The Chamber working to create closer relationships between schools and businesses."

Contact: G. Russeli Bateson
Executive Director
Canandaigua Chamber of Commerce
3210 Eastern Boulevard
Canandaigua, NY 14424
Phone: 716-394-4400

• CASTLETON

Art for Business' Sake

Under a program sponsored by East Greenbush Travel and Fort Orange Paper companies, students at the Maple Hill Middle School learn about business, improve their art skills and produce artwork for business ads — all while putting together the school's yearbook.

Karol Graber, eighth grade teacher and yearbook advisor at the Castleton Middle School, coordinates a poster competition in conjunction with these two local businesses. Graber says students study the businesses before they begin to design a yearbook ad for the company, and then in their art classes learn about design as they prepare the ad. The companies judge the various entries, choosing the ones which will appear in the yearbook as part of their paid advertisement.

Contact: Karol Graber
Maple Hill Middle School
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Castleton, NY 12033
Phone: 518-732-7736

• CORNING

Southern Tier Career Development

The Career Development Council, located in Corning, serves a variety of needs in 11 school districts in south central New York. It offers workshops for educators, an "adopt-a-school" program, career education for students, a referral service for the personnel departments of local business and industry, and publishes an annual career planning guide.

Linda Hansee, Executive Director of this business-supported Council, says it has two "adopt-a-school" pilot

programs under way. In one, IBM is working with the Business Education department of Elmira High School. In the other, Hardinge Brothers, Inc. is paired with Beecher Elementary School in Elmira.

The Council also publishes a career planning guide, a 48-page directory that was recently distributed by participating schools and by the Corning Leader and the Elmira Star-Gazette. The Council offers a workshop during which educators visit local businesses to focus on specific occupations and careers.

One of the Council's unique programs is "Hiring Dialog," which encourages company representatives to contact high school guidance offices for information about students they are considering hiring.

Contact: Linda Hansee
Executive Director
The Career Development Council
201 Cantigny Street
Corning, NY 14830
Phone: 607-962-4601

• FARMINGDALE

From Classroom to Boardroom

Visiting a manufacturing plant is one thing, but learning to run a company is something altogether different. Twelve Long Island high school students learn about corporate planning and decision making when they serve as the junior board of directors of the Fairchild Republic Company in Farmingdale.

More than 100 students applied for the positions last year, from which a review committee selected 20 finalists. From this group the 12 junior board members were chosen.

Once on board, the students, all of whom had expressed an interest in pursuing business courses in college, met each Tuesday at Fairchild's offices. At each meeting, the group would meet with corporate vice presidents to discuss various aspects of the company. The junior board then prepares a strategic plan which is presented at the end of the program to the company's executive staff. The students also reported to their teachers and fellow students about their work on the junior board.

Contact: Kathy Rappolt Kent
Administrator of Company Programs
Fairchild Republic
Conklin Street
Farmingdale, NY 11735
Phone: 516-531-3098

• FISHKILL AND OTHERS

Donated Equipment

Schools in the vicinity of IBM plants can stretch their lab equipment budgets a little further thanks to that company's equipment donation program.

According to Jack Day, who coordinates the program at IBM's East Fishkill plant, used lab equipment such as overhead exhaust hoods, microscopes, and oscilloscopes is donated to high schools in need of such equipment. Included in the donations are electronic and laboratory test equipment which can be used for experimentation and instruction. No IBM-marketed equipment is donated.

Day says he works with an individual at each school to determine their needs and to match those needs with the equipment available. Other requests come through IBM employees and through direct contact by schools.

This program, which was formerly directed through IBM's corporate headquarters, was decentralized in 1981 and is now managed through individual facilities.

Contact: John F. Day
Communications and Community Relations
IBM Corporation
Department 519/Building 300-45A
Old Route 9
East Fishkill, NY 12524

• GLENS FALLS

Employee Shadowing

Approximately 55 businesses team up with some 250 high school juniors from 10 different high schools during Career Experience Day, an event sponsored each year by the Adirondack Regional Chamber of Commerce.

The program requires each participating student to work — not just observe — and get actual hands-on experience for a day at a job of his or her choice. Joan Clark, the Chamber's manager of communications and educational programs, says that having a student actually perform work is far more beneficial than just watching someone else.

Career Experience Day was recently cited in Career World magazine.

Contact: Joan Clark
Manager, Communications and
Educational Programs
Adirondack Regional Chamber
of Commerce
169 Warren Street
Glens Falls, NY 12801
Phone: 518-798-1761

• GLENS FALLS

Welcome Teachers!

Changing jobs and moving to a new community can be a difficult experience for anyone, and teachers are no exception. Therefore, for the past 26 years, the Adirondack Regional Chamber of Commerce has helped get new teachers off to a good start.

Each year the Chamber and member companies sponsor a welcoming reception for new teachers from the 22 school districts in the region.

At the beginning of the 1986-87 school year, 165 new teachers were ARCC's guests. Joan Clark, the Chamber's manager of communications and educational programs, says this program was originated because, "Our business community recognizes the value of their (teachers') profession to the community."

Contact: Joan Clark
Manager, Communications and
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Adirondack Regional Chamber
of Commerce
169 Warren Street
Glens Falls, NY 12801
Phone: 518-798-1761

• HAUPPAUGE

A Day Of Interviews

A special program sponsored by a group of Long Island guidance counselors helps high school students not going on to college find full-time jobs after graduation.

For the past 15 years, in early June, the Western Suffolk Counselors Association has held its annual Employment Day. Approximately 800 seniors are brought from Suffolk County high schools to a central location where they can participate in job interviews with representatives from local employers. About 25 percent of the interviewed students are offered jobs as a result of the interviews.

Even if students do not receive jobs directly from this day-long event, they receive valuable experience by going through the interview process.

Contact: Jeff Robbins
Counseling Department
Hauppauge High School
500 Lincoln Boulevard
Hauppauge, NY 11788
Phone: 516-265-3630 (ext. 437)

• ITHACA

The Voices of Youth

Tompkins County has unusual demographics: it is home to 45,000 students from kindergarten through college — half the county population — and the average age of county residents is just 25. In response, Herbert Brewer, director of the Tompkins County Chamber of Commerce, worked with his membership to form the Youth Advisory Council to address the needs of the county's student population.

One of the Council's activities is enhancing the City of Ithaca's youth employment program. The Council is also attempting to establish a Junior Achievement program in the county.

In addition, participants in the Council's programs gain a better understanding of the Chamber of Commerce, the business community, and learn organizational skills and how to work with people.

Contact: Herbert Brewer
Tompkins County Chamber
of Commerce
122 West Court Street
Ithaca, NY 14850
Phone: 607-273-7080

• LANCASTER/ERIE COUNTY

The Road Not Taken

The Erie County BOCES' Occupational Skills Program (OSP) is trying to reduce the county's high school dropout rate. For the past four years, about 230 students from 22 different schools have been attending a special program to help keep them in school. "The program is directed toward students who are turned off to school and on the road to dropping out," says Ron Sellers of the Erie County BOCES.

Participants in OSP are primarily freshmen and sophomores who have run into a variety of problems: poor attendance, poor grades, disciplinary problems. In OSP, these students work a week at a paying job and then spend a week in the classroom concentrating on basic academic skills.

The nature of the jobs, all of which are unskilled positions at public facilities such as the Erie County Home and Infirmary, are downplayed. Instead, emphasis is placed on learning the social skills — reporting on time, being rewarded for performance, understanding directions, observing work rules — that employment offers.

To date, about half of the students who have participated in OSP have gone on to earn their high school diplomas.

Contact: Ron Sellers
Erie County BOCES I
2 Pleasant Ave, West
Lancaster, NY 14086
Phone: 716-686-2026

• NEW YORK CITY

Assisting in a Rebirth

Like many of the nation's urban high schools, the former Benjamin Franklin High School on 116th Street in New York City was beset with problems. It closed after the 1982 school year, reopening that fall as The Manhattan Center for Mathematics and Science. When it did reopen, Principal Cole Genn appointed a business advisory committee which included several General Electric employees.

This advisory committee formed a number of business-education partnership programs to serve the school and its students, about 90 percent of whom are minorities. The General Electric Foundation supplied a small grant to begin a school newspaper, the company loaned equipment to the school and a number of General Electric employees volunteered to help with curriculum development.

One of the most interesting programs to be developed in this schoolwide partnership is the "General Electric Scholars Program." Twenty of the top students in the junior class are identified and assigned mentors (who also are G.E. volunteers.) These mentors work with the students, take them to visit colleges and universities, and help prepare them for possible admission to these colleges. The students also receive help in preparing for the Scho-

lastic Aptitude Tests, and receive a subscription to The New York Times.

According to Phyllis McGrath of the General Electric Foundation, the object of the scholars program is to prepare students for college, and to help them develop self-confidence.

The school's reputation has spread, as evidenced by the 3,500 applications it received for the 250 seats in a recent freshman class. In addition to the programs mentioned above, students are attracted to the school's tough academic requirements — in order to graduate, students must complete four years of math, science and English, three years of a foreign language, and pass hands-on computer and technical courses.

Contact: Phyllis McGrath
The General Electric Foundation
Fairfield, CT 06431
Phone: 203-373-3215.

• NEW YORK CITY

The Partnership

In the wake of the New York City fiscal crisis, The New York City Partnership was formed to increase the business community's involvement in the City's long-term economic growth. Education was one of several areas singled out for attention by this group. Today, the Partnership's Education Committee oversees an ambitious program to improve elementary and secondary education.

Julie Latzer, Director of the Education Committee, says that their "Join A School" program is one of their most important efforts. This program encourages students to remain in school and enhance their overall educational opportunities through a number of sub-programs. Businesses are encouraged to work with individual schools to provide technical assistance, classroom speakers, mentors, part-time jobs and on-the-job training, scholarships, equipment, teacher training and curriculum development.

Latzer says another important aspect of the Committee's program is policy development. She says the Committee analyzes city, state and federal legislation and lobbies for greater support of public education.

The Education Committee also makes management assistance available to city schools, as in the case where ARA Food Service Company completed a study on why more high school students did not participate in the school lunch program. She says the Committee is also assisting with a study of security in the City's elementary schools and with a review of the school system's capital plan.

Contact: Julie Latzer
Director, Education Committee
The New York City Partnership, Inc.
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New York, NY 10016
Phone: 212-561-2104

• NORTHPORT

Learning the Insurance Industry

Anthony Asplin wanted to demonstrate the principles of a totally computerized business to his class, and the result was the Micro-Tiger Insurance Company. This student-operated insurance company is a replica of an operating insurance agency, except that all functions are executed by business students using computers.

Working with employees of Fitzharris and Company Inc., an insurance agency in West Islip, business students plan and monitor the operations of the company, from sales to accounting and underwriting. The students also operate the parent company which was established to provide the support for individual agents.

The program is a precursor to a course Asplin will be teaching entitled "The Electronic Office."

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Northport/East Northport High School
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Northport, NY 11768
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• ONEIDA

Space Camp, Local History and Story-Telling

Four Onieda school district teachers were able to travel to England and Wales, Alabama, and within central New York to do curriculum improvement research, thanks to grants from a local foundation.

The Kenwood Benevolent Society, launched 75 years ago by members of the former Oneida Community, made grants available for four teachers working on curriculum enhancement projects. Randy Phillips, a fifth grade teacher, attended a special NASA-sponsored program this past October to learn firsthand about the space shuttle. Librarian Barbara Serling was able to travel throughout England and Wales on a special children's literature tour. Closer to home, this special funding made it possible for Elaine DiGaspari and Ann Smith, third and fourth grade teachers, respectively, to develop a special curriculum about the history of Oneida Castle.

Dr. Frederick D. Volp, assistant superintendent, says none of the projects would have been possible without the funding of the foundation, which is headed by Paul Noyes.

"There are so many things you'd like to do — things like these — that the school district just can't afford," says Dr. Volp. "But, the enthusiasm and support are even more important than the money."

Noyes, a member of of the Kenwood Benevolent Society Board of Directors, says the organization was established years ago to aid needy local residents. The group's mission has evolved over the years, and up until recently gave scholarships to deserving students in the Oneida, Vernon-Verona-Sherrill and Stockbridge Valley school districts.

In 1986, the Society changed its approach, setting aside $10,000 for grants which would, in Noyes' words, "help make good teachers even better. When a teacher 'revs up' his or her engine on a project, experiences something new and exciting, they come back to the classroom as a better teacher."

Contact: Dr. Frederick D. Volp
Assistant Superintendent
Oneida City Schools
East Avenue, Box 327
Oneida, NY 13421
Phone: 315-363-4380

• ORLEANS/NIAGARA COUNTIES

Future Engineers

Each year since 1984, 32 students — 16 seniors and 16 juniors — have been going to work while working overtime in their classrooms. They are part of a successful partnership between the Orleans-Niagara BOCES and the Harrison Radiator Division of General Motors.

This partnership, for college-bound students interested in engineering, allows students to work for two weeks and then attend their regular classes, plus additional instruction, for two weeks. During the work portion of the cycle, students perform tasks in four different types of engineering: mechanical, manufacturing, product development, and quality assurance. During the classroom portion of the cycle, students take college preparatory courses and electives, in addition to regular classes.

Dr. Wayne Hughes, assistant superintendent at the Orleans-Niagara BOCES, says that while working at Harrison Radiator, students perform tasks that an engineer would routinely perform. This work gives the students hands-on experience and allows the company's engineers to do other things. Students collect data, compile reports, do product testing, and analyze failed products.

The program, initiated after an inquiry by Harrison Radiator, gives students a hands-on introduction to the field of engineering. As a result, more than half of the participants enroll in college engineering programs, most receiving some form of scholarship — some from GM — and some may even attend General Motors Institute, sponsored by Harrison Radiator.

Students are paid $3.50 per hour the first year and $3.75 in the second, and are treated like regular company employees. Hughes says this experience also helps instill proper work habits.

This program has received honors from state vocational educators.

Contact: Dr. Wayne Hughes
Assistant Superintendent
Orleans-Niagara BOCES
3181 Saunders Settlement Road
Sanborn, NY 14132
Phone: 716-731-4176

• PLATTSBURGH

Spreading the Word

The North Country Teacher Resource Center is one of 74 such centers around the state dedicated to improving teacher effectiveness. The center, located at SUNY/Plattsburgh, provides a number of services, including informing teachers about educational opportunities.

As part of this program, New York State Electric and Gas Corporation is building electronic display boards that will be placed in buildings throughout the 44 school districts served by the Resource Center to provide up-to-date information on the Center's activities.

Contact: Judith Duken
Director
North Country Teacher Resource Center
Sibley Hall, Room 322
SUNY/Plattsburgh
Plattsburgh, NY 12901
Phone: 518-564-5000

• PLATTSBURGH

Teachers Learn About Businesses

The North Country Teacher Resource Center, located on the campus of SUNY/Plattsburgh, is helping teachers learn more about local business.

Judith Duken, the Center's director, says it has coordinated a series of programs including visits to area businesses. Teachers from 44 North Country school districts tour businesses, learn about the technology they use, what career opportunities they offer and what their skill requirements are.

The teachers then can relay the information to students. One of the program's goals is to increase students' awareness of local jobs and the skills and educational preparation needed to attain them. The business tours have included a paper mill, local hospitals and a graphics company.

Contact: Judith Duken
Director
North Country Teacher Resource Center
Sibley Hall, Room 322
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Plattsburgh, NY 12901
Phone: 518-546-5000

• PORT HENRY/TICONDEROGA/NORTH COUNTRY

Helping Schools Help Themselves

In a recent annual report, Arthur Wallace, President of the International Paper Company Foundation, said:

> "Looking ahead, we will place increased emphasis on supporting programs to improve the teaching and learning of basic skills in schools located in International Paper Company communities. Pre-college education, exemplified by EDCORE, our widely acclaimed Education and Community Resources Program, will continue to be the flagship effort of the Foundation."

The impact of that program — one which emphasizes community involvement and encourages the participation of local International Paper Company managers in school activities — can be seen in the four New York communities which received grants during the 1986-87 school year: Ticonderoga, Lake Luzerne, Port Henry and Corinth. These communities received a total of $57,000, which was used to finance a variety of programs, including:

- Linking Reading and Writing to a Productive Future. All teachers at the Corinth Central School will participate in an in-service training program on the process approach to writing. It will also teach development of monitoring tools, and assist teachers in developing a sequence of writing skills activities for each elementary grade level.

Contact: Norma Winslow
Corinth Central School
105 Oak Street
Corinth, NY 12822
Phone: 518-654-9008.

- Integrated Reading and Writing Instruction: Awareness, Implementation and Evaluation. The staff of Hadley-Luzerne Central School will attend an in-service conference designed to increase their awareness and understanding of integrated reading and writing skills instruction. A manual of effective strategies and activities discussed during the project will be published.

Contact: Harry Brooks
Hadley-Luzerne Central School
Box 200, Lake Luzerne, NY 12846
Phone: 518-696-2461

- A Local History Researched, Written and Produced by Elementary Students. In this project, students will research and write books on the history of the Town of Moriah. They will learn about the Town's history through visiting the local library, historic buildings and private homes, examining photos and maps, and talking with local residents. Writing about the area will expand students' language, vocabulary, and writing skills, and their knowledge of their hometown.

During this project, teachers also will be learning about the teaching of research methods and how to teach thinking and writing as an integrated process.

Contact: Sarah Aunchman
Moriah Central School
HCR 1, Box 7A, Port Henry, NY 12974
Phone: 518-546-3301

- Quality Comes in Reading and Writing, an integrated approach to reading and writing will be implemented for all students in kindergarten through the fifth grade. A group of teachers and community members will attend development workshops focusing on model programs to teach reading and writing.

A number of activities will be implemented to increase students' enjoyment of reading and writing, including participation in "Books and Beyond," and a young authors conference for student writers. Community volunteers will work in the writing classrooms and manage the "Books and Beyond" Program. Original student writing will be published and distributed in the community.

Contact: Pat Hendrix
Ticonderoga Elementary School
Alexandria Avenue
Ticonderoga, NY 12883
Phone: 518-585-7437

The International Paper Company Foundation also makes grants available to individual teachers at schools in communities where the company has plants. During the 1986-87 school year, $1,000 grants were awarded to 11 teachers in New York State for projects including:

- developing a childrens' dramatic workshop as part of a third grade language arts curriculum at Corinth Central School,
- developing a reading and writing relevancy program for special education students in the Moriah Central School District,
- helping fifth grade students to produce a bi-monthly newsletter to be distributed to students in kindergarten through fifth grades of Ticonderoga Elementary School,
- financing a project in which elementary school students will research the impact of International Paper's mill on Ticonderoga's economy, and
- developing a program to recruit and train volunteers to help students of the Ticonderoga Elementary School.

Contact: Patricia Freda
International Paper Company Foundation
International Paper Plaza
77 West 45th Street
New York, NY 10036
Phone: 212-536-5986

• PURCHASE/WESTCHESTER COUNTY

A Three Way Partnership

Business, higher education and local public schools have formed a unique and highly successful partnership in Westchester County.

Evolving from meetings during the autumn of 1983, this partnership was formed by superintendents from 23

county school districts and administrators and faculty from SUNY/Purchase to improve countywide educational opportunities. They agreed to share resources, work to supplement school and university budgets through external funding, and develop programs to enhance instruction in county school districts.

The partnership operates several major projects, and also sponsors conferences and workshops for teachers and administrators. Much of the funding for these projects comes from local businesses and from the State University system. The project was launched by a grant from the American Can Foundation, coupled with money from the State University system. IBM has provided a loaned executive to manage the program.

Among the programs for teachers and students offered by the SUNY/Purchase Westchester School Partnership are:

- **The Science and Math Center,** which holds institutes during the summer for high school math and science teachers. The programs are taught by master teachers trained through Princeton University's Woodrow Wilson National Foundation Fellowship Program.
- **The Economics Center,** which holds institutes to help high school teachers increase their understanding of and improve their instructional skills in economics.
- **Fellowship for Guidance Counselors,** provides secondary school counselors the opportunity to increase their knowledge of job openings, occupations, and the skills that students need to enter the job market. This is done through informational seminars, a four-week summer work program, and follow-up projects throughout the school year.
- **Workshops for Educator Leadership Development.** Modeled on IBM's program and conducted by the IBM executive who helped develop it, this is a series of 14 two-day workshops which deal with leadership theory, characteristics of effective leadership, personal relationships and communications.
- **MORE - Motivational Opportunities to Reach Excellence.** This two-year institute on motivation identifies, practices, and replicates teacher-based instructional strategies for increasing students' desire to learn.
- **Young Scholars Program.** In this program, eight high school students were chosen to attend twice weekly classes in "Revolutions in Western Thought." The classes are held at SUNY/Purchase, and students earn college credit for attending the year-long series of lectures.

Contact: Dr. Sidney Trubowitz
Executive Director
SUNY Purchase Westchester
School Partnership
Humanities Building/Room 1057
SUNY/Purchase
Purchase, NY 10577
Phone: 914-253-5137

• ROCHESTER

Bringing Business and Education Together

Students and teachers in 22 Rochester area school districts are learning more about local businesses and about career preparation thanks to the Rochester Area Career Education Council (RACEC).

Established in 1976, RACEC provides a number of services for schools throughout the greater Rochester area. According to Ann Hayslip, the Council's Executive Director, RACEC's offerings include summer internships for teachers, teachers-in-industry programs, career exploration resource materials and coordination of activities involving businesses and area school districts.

Under the summer internship program, teachers from area schools work full-time for six weeks in a variety of jobs. At times, these jobs relate directly to the teacher's subject area, while others are in more general positions. Regardless of the position, the internship provides the teachers with a better understanding of what the business does, what kind of career opportunities it has to offer, and what a student must do to prepare for a job with that company.

Teachers can also receive further exposure to the business world through another RACEC program. A semester-long program to acquaint teachers and guidance counselors with occupational environments entails weekly visits to Rochester area businesses. During the visits, the educators receive a tour and further information from company personnel. Like the internship program, the information received during this course is then relayed to the students in the educators' home schools. Hayslip says more than 500 educators have participated

in the program since its inception nine years ago.

Another project of RACEC is its career planning guide, of which 15,000 copies are distributed each year to Rochester area students. The guide includes information on career planning, how to undertake a job search, how to prepare a resume and what to expect during a job interview. The guide also provides a listing of jobs at local companies, which covers the skills required, pay scales, and the future demand for such positions.

In addition, RACEC prepares support materials for use by teachers and guidance counselors. A resource directory compiled by RACEC includes names of individuals at local businesses who will meet with students and provide career guidance advice, and the names of companies which will provide plant tours and other activities for students.

Contact: Ann Hayslip
Executive Director
Rochester Area Career
Education Council
c/o Industrial Management Council
930 East Avenue
Rochester, NY 14607
Phone: 716-244-1800

• ROCHESTER

PRIS²M

In 1978, Rochester's business community embarked on a program to meet the goal of the National Action Council for Minorities in Engineering — to establish proportional representation of minority students in engineering colleges.

This effort produced PRIS²M, the Program for Rochester to Interest Students in Science and Math. The program was designed to use successful minority engineers in helping students prepare for technology-oriented careers. These professionals are drawn from local businesses and act as personal counselors, assist teachers in the classroom, conduct summer workshops, and serve as group tutors and intern mentors. As part of the program, students also visit local businesses and receive assistance in preparing for college.

This program receives funding from the Rochester Industrial Management Council and from members of the local business community.

Contact: Constance Mitchell
Program Director
c/o Industrial Management Council
930 East Avenue
Rochester, NY 14607
Phone: 716-244-1800

Similar programs operate in New York City and Buffalo. You may also wish to contact:

Gil Lopez
Director
Comprehensive Math and
Science Program
Columbia University School
of Engineering and
Applied Science
New York, NY 10027
Phone: (212)280-2993

James Legge
Director
Buffalo Area Engineering
Awareness for Minorities
221 Fronczak Hall
SUNY/Buffalo
Buffalo, NY 14260
Phone: 716-636-3066

• ROCHESTER

Promoting Partnerships

Rochester's Center for Educational Development specializes in matching businesses with schools and developing programs to assist students and teachers. Established in 1985, it also operates several grants programs.

CED offers the following programs to Rochester city schools:

-**Grants for Teachers** — Each year the CED awards $20,000 in grants — with a maximum of $1,000 per applicant — to city school teachers for a variety of curriculum and program improvement projects. The grant money is generated from local businesses and philanthropic organizations.

-**Grants for Community Involvement** — Individuals and community organizations also are eligible for grants from the CED for community involvement projects. For example, a group of high school seniors, all Hispanics, received a grant to stage a series of workshops to help members of the city's Hispanic community better understand the school system.

-**Coordinating Volunteers** — CED helps coordinate the various volunteer activities directed toward the Rochester school system. The Center helps school representatives coordinate the work of these volunteers, sponsors a workshop for these coordinators, and also holds an annual recognition program.

-**Creating Partnerships** — CED is also helping businesses become involved in education partnerships, and will assist companies in developing "adopt-a-school" or "adopt-a-class" programs. CED has helped create 19 such programs to date.

-**Clearinghouse** — Rochester's CED is one of the few programs nationwide that help coordinate the donation of equipment and services to elementary and secondary schools. In 1984, CED's first year of operation, a "wish list" compiled by educators was circulated to area businesses. Donations worth approximately $30,000 were received in response to this effort. During the 1985-86 school year, the same program attracted $120,000 worth of donated equipment and materials, including paper products, personal computers, and even an articulated skeleton for use in a nursing program.

Contact: Beatrice Paul Harris
Executive Director
Center for Educational Development
50 West Main Street
Rochester, NY 14614
Phone: 716-262-5722

• ROCHESTER

Rochester Brainpower Program

In 1985,business and industry in Rochester began questioning what their role should be for those students most in need of additional assistance. The answer was the Rochester Brainpower Program, a communitywide program initiated by business and several community organizations. It was designed to address the problems of dropouts, truancy, low achievement and a lack of employment skills among the city's youth.

Several major Rochester businesses and the University of Rochester established the Business/Education Task Force to address these problems. Arthur Moore, an executive with Eastman Kodak, serves as the program's executive director.

The task force surveyed the needs and problems of Rochester's schools and met with local community leaders. This work led to establishment of the Rochester Brainpower Program, a multi-faceted initiative of the Industrial Management Council and the Rochester Chamber of Commerce involved with:

- providing job opportunities as incentive for student performance;
- providing opportunities for increased interaction among businesses, students, teachers, and school administrators;
- increasing the public's awareness of education's role in human development, and encouraging community participation in the education process;
- providing opportunities for teachers, guidance counselors, and administrators to enhance their teaching and management skills; and
- providing the city school district with access to the private sector's problem-solving capabilities in support of non-instructional systems and services management.

Nearly 30 business-education partnerships have been spawned by this program. For example, Harris, Beach, Wilcox, Rubin and Levey — one of Rochester's largest law firms — has formed a partnership project with Jefferson High School, the city's "magnet school" for law and government. According to Vicki Cummings, the firm's Director of External Relations and Development, their attorneys will be working with teachers to develop the school's curriculum and to adapt national model curricula to New York State requirements.

With the leadership of Eastman Kodak Company and Xerox Corporation, other partnerships were established

by Marine Midland Bank, Rochester Gas and Electric, Wegmans Corporation, Rochester Telephone Corporation, Rochester Community Savings Bank, WROC Channel 10 TV, and others.

Contact Arthur Moore
Executive Director
Rochester Brainpower Program
c/o Industrial Management Council
930 East Avenue
Rochester, NY 14607
Phone: 716-244-1800

• ROCHESTER

Training and Pay for Disadvantaged Students

A three-way partnership in Rochester, entitled the Private Sector Co-Op Program allows students to learn job skills and earn a paycheck, and possibly motivates some students to remain in school.

The program represents a partnership among the Rochester City School District, Rochester Jobs, Inc. and a number of local businesses, and utilizes Job Training Partnership Act funding to help disadvantaged juniors and seniors find part-time jobs. Under this program, students work a half-day and attend classes the other half.

The students' jobs are intended to provide training in a field in which they are interested. In the past, jobs have been made available in retail sales, printing, electronic assembly and automotive repair. Participating students also receive instruction in communication skills and other types of career counseling.

Contact: Jerry Zinczyn
Rochester City Schools
131 West Broad Street
Rochester, NY 14608
Phone: 716-235-4560

Mary Wells
Rochester Jobs, Inc.
1047 Sibley Tower Building
Rochester, NY 14604
Phone: 716-232-2600

• SYRACUSE

A New Definition of M.B.A.

The Junior League of Syracuse has given a new definition to M.B.A. — Management By Adolescents. This program is designed to teach leadership and organizational skills to students from several Onondaga County high schools.

Management By Adolescents is a series of workshops attended by students chosen by their schools. The workshops are conducted by members of this 500-member women's community service organization. The program grew out of an International Junior League program called Project Lead. The program imparts information on leadership and organizational skills, and group decision making.

As Cheryl Ward, chairperson of the League's Community Training Committee, explains, "What we want to do is teach students to set and reach goals and teach them skills they will be able to use throughout their lives."

Contact: Cheryl Ward
c/o The Junior League of Syracuse
423 West Onondaga Street
Syracuse, NY 13202
Phone: 315-472-0987

• SCHENECTADY

Exchanging Ideas

For the past 13 years, students, teachers, business owners, and government and labor leaders from throughout Schenectady County have been meeting in annual Youth/Business Seminars sponsored by the Schenectady

County Chamber of Commerce to discuss the free enterprise system and exchange ideas.

Rosemary Benedict, director of government affairs for the Chamber, says the program features a film, discussion groups and a panel discussion. Students from Mohanasen, Burnt Hills/Balston Lake, Niskayuna, Mount Pleasant, Linton and Duanesburg high schools met with teachers and members of the county's business community to discuss free enterprise in action.

Benedict says the program grew out of a feeling some years ago that students had negative impressions about business. The program was designed to give students a better understanding of the American economic system.

Contact: Rosemary Benedict
Director of Government Affairs
Schenectady County Chamber
of Commerce
240 Canal Square
Schenectady, NY 12305
Phone: 518-372-5656

• SPRING VALLEY

Applying Textbook Theory

"Experience preferred" are two words which can keep some young job applicants from getting a job.

However, a program at Ramapo High School helps students get jobs and experience. Emanuel Stein, chairperson of the school's Business Education Department, established a job placement service to help students find part-time employment. "This program gives students invaluable experience through on-the-job training," Stein says. "And they get to apply textbook theory to real world situations."

These part-time positions allow students to work after school, evenings and weekends at jobs ranging from retail sales to car washing, entry-level computer programming and typing.

Stein hopes to combine the Department's job placement service with the school's work experience program, which allows business students to receive credit for their work experience.

Contact: Emanuel Stein
Chair/Business Education Department
Ramapo High School
400 Viola Road
Spring Valley, NY 10977
Phone: 914-577-6400

• STONY POINT

How I Spent My Summer Vacation

Through the work of the Rockland Teachers' Center of Haverstraw-Stony Point, some teachers are finding slightly different summer jobs from those they usually hold.

Patricia Sweet, director of the Center says "one teacher wrote a book on computer applications, another developed a program to organize a company's employee benefits, and another did some consulting and has agreed to continue part-time while teaching."

The Center's teacher summer employment program has several objectives. One is to help teachers keep abreast of trends and developments in the business world. Another objective is to provide these teachers with well-paying summer employment.

The Center has placed teachers with NYNEX and Orange and Rockland Public Utilities and hopes to recruit other businesses for the 30 to 35 teachers who have applied for summer positions.

The salary is negotiated by the company and the individual teacher. Through new State legislation designed to encourage summer jobs for teachers, some of the cost is paid by the State. There is also an agreement signed that stipulates the company will not hire the teacher full-time.

Contact: Patricia Sweet
Director
Rockland Teachers' Center
117 Main Street
Stony Point, NY 10980
Phone: 914-942-2513

• SYRACUSE

Buses Go to School

Schools and buses go together, and through an innovative program offered by CENTRO, the central New York regional transportation authority, students in elementary and middle schools are learning more about various aspects of the transportation system, bus safety and how the business operates.

Regina Walters, teacher coordinator for CENTRO, says that the program teaches students about public transportation, and introduces them to bus safety rules as well. She believes that the program has the additional benefit of reduced vandalism to CENTRO and school-owned buses. Elementary students also learn how and where to wait for a bus, how to board, bus safety rules and what to do if an accident occurs. Middle school students learn about the economics of public transportation, how to read a schedule and route map, and occupations within public transit systems.

CENTRO supplies a number of study aids and recently unveiled a new computer program to be used in conjunction with the program. Students also receive classroom instruction and visit the CENTRO headquarters.

Contact: Regina Walters
Teacher Coordinator
CENTRO
One Centro Center, Drawer 820
200 Cortland Avenue
Syracuse, NY 13205-0820
Phone: 315-424-1234

• SYRACUSE

Understanding the Stock Market

What would you do with $100,000? Students from Dolgeville High School turned it into $140,000, and while the money was just part of a game, the lessons learned from this game were real.

The Dolgeville students were participating in — and won — the trial round of "The Stock Market" game, a program sponsored by the Securities Industry Association to teach students about the stock market.

Dr. Darius Conger, a professor at LeMoyne College in Syracuse and director of the Center for Economic Education, organizes the game — a national project for the Securities Industries Association — for much of New York State. Conger says students begin the game with a theoretical stake of $100,000, develop a portfolio, trade shares, monitor their portfolio's performance and in general learn how the stock market works.

Nearly 250 teams participated in the game last year, assisted by brokerage firms such as Tuttle Securities in Syracuse and Cheevers, Hand and Angeline in Binghamton.

In addition, local publishers supply daily newspapers to the students so they can follow the progress of their stocks. At the conclusion of the 10-week game, awards are given to top teams, and the top traders receive a trip to the New York Stock Exchange.

Contact: Dr. Darius Conger
Center for Economic Education
LeMoyne College
Syracuse, NY 13214
Phone: 315-445-4151

• UTICA

Development for Teachers and Students

The Industry, Labor, Education Council of the Mohawk Valley has three major goals according to its director, Carmen Pecheone: career development for high school and college students; professional development for teachers; and developing business-education partnerships in the greater Utica-Rome area.

Pecheone says the ILEC has developed two pilot "adopt-a-school" programs, one involving RADC and the Rome Free Academy, and the second pairing the Little Falls High School with Herkimer County Trust. These business participants were carefully chosen to emphasize two growing segments of the state's economy: high technology and financial services.

In addition, ILEC maintains a community resource file listing business people interested in working with educators. The list includes potential speakers, mentors, businesses which offer plant tours, and business people

willing to participate in shadowing programs.

Pecheone's organization also assists businesses in determining their training needs. In addition, it sponsors a career awareness day for college students, and publishes a quarterly newsletter. He says the newsletter, with a circulation of 1,200, helps foster understanding between business and education.

Contact: Carmen Pecheone
Executive Director
Industry, Labor, Education Council
of the Mohawk Valley
258 Genesee Street
Utica, NY 13502
Phone: 315-724-9805

• WESTERN NEW YORK

Closing the Gap in Western New York

Fourteen years ago, educators and business leaders in western New York established the Niagara Frontier Industry Education Council. What started out as a liaison organization has turned into an active force for forming business-education partnerships and serving students of 30 school districts and six colleges and universities. More than 50 businesses participate in the Council's programs, which include:

- **Centralized Career Day** — Last year's event attracted more than 4,000 students and representatives from more than 160 area businesses.
- **Operation Interview** — Business personnel conduct mock interviews with students preparing to enter the work force.
- **Career Planning Guide** — The *Buffalo News* helped distribute some 650,000 copies of a 20-page guide describing career opportunities throughout western New York State.
- **Forum VIII** — An annual morning-long seminar bringing together leaders from business, labor, industry, and education to discuss issues of mutual concern.
- **Community Breakfast Meetings** — These semi-annual meetings help acquaint community leaders with the goals of the Council.
- **Teacher Exchange** — This program allows educators and business executives to trade places, with teachers spending time in industry in exchange for business people coming into the classroom.
- **Occupational Awareness Workshop** — A 15-week summer course during which high school teachers visit various businesses and industries.
- **American Enterprise System** — Offered at the SUNY/College at Buffalo, this course helps acquaint teachers with the American free enterprise system.
- **Summer Jobs program** — Educators in this program learn more about local businesses by working on-site during the summer. Vocational, math and science teachers are eligible for participation.

Contact: Dorothea W. Sterne
Executive Director
Niagara Frontier Industry
Education Council
Erie BOCES #1
2 Pleasant Avenue
Lancaster, NY 14086
Phone: 716-686-2032

• WHITE PLAINS

Tutoring Programs

For the past eight years, students from the White Plains Middle School have been been making the brief trip to the offices of AT&T Long Lines, where about 15 students work with AT&T employees who also are volunteer tutors.

The employees spend between 45 minutes and an hour each week working with the student assigned to them. In addition, the students tour various parts of the AT&T operation and find out about various career opportunities in the company.

Arthur Branch coordinates the program for AT&T, and also is responsible for recruiting tutors. He says the program draws upon employees from the clerical ranks on through the first level of management. Branch adds that the workers are enthusiastic about their tutoring assignments, donating some of their time while the company donates a portion as well.

Contact: Bernard Cropsey
White Plains Public Schools
5 Homeside Lane
White Plains, NY 10605
Phone: 914-397-5000

Arthur Branch
Data Processing Department
AT&T Long Lines
13th Floor
1 North Lexington Avenue
White Plains, NY 10601

• WINDSOR

Career Experience Directory

A Windsor Junior-Senior High School guidance counselor has developed a career resource directory to help her colleagues throughout the school year.

Janet Brunswick, a guidance counselor at the Southern Tier school, surveyed numerous businesses in the Binghamton-Endicott-Johnson City area to compile a directory of career information experiences.

According to the directory, a variety of businesses offered career day visits, employee shadowing, classroom visits by managers, and field trips to the companies. The directory contains the names of contacts within the companies, information about the businesses, and the career opportunities that they offer.

Contact: Janet Brunswick
Windsor Junior Senior High School
Route 79 South
Windsor, NY 13865
Phone: 607-655-1501.

• WYOMING COUNTY

Assisting in the Transition

In 1982 the Business-Education Council was formed to help Wyoming County youth in making the transition from high school to employment.

According to Betty Powers, the Council's director, the partnership offers a variety of services to area students, including providing help in organizing career days, establishing shadowing experiences for students, running a nine-week occupational awareness course for educators, and managing a career resource directory.

Powers says the Council also offers an eight-week youth employment preparation course covering such topics as resume writing, decision-making, skills assessment, and interviewing.

Contact: Betty Powers
Director
Business-Education Council
Wyoming County Youth Bureau
26 Linwood Avenue, Suite 3
Warsaw, NY 14569
Phone: 716-786-5198

PART FOUR:

RESOURCES

Business-Education Councils; Other Partnership Programs

The New York City Partnership, Inc.
200 Madison Avenue
New York, NY 10016
Phone: 212-561-2104
Contact: Julie Latzer, Director of Education

Committee formed out of the New York City fiscal crisis to foster involvement of the private sector in public education. This partnership sponsors "Join A School," lobbies government for more support of schools, and offers management skills to schools.

Industrial Management Council
930 East Avenue
Rochester, NY 14607
Phone: 716-244-1800
Contact: John D. Hostutler, President

The IMC is a membership organization of Rochester area manufacturing companies, banks, and health care institutions. Because of a strong commitment to educational improvement, the IMC works in partnership with schools by supporting three programs: the Rochester Area Career Education Council (RACEC), the Program for Rochester to Interest Students in Science and Math (PRISM), and the Rochester Brainpower Program. Each of these programs is explained in detail in Part Three.

Career Development Council
201 Catigny Street
Corning, NY 14830
Phone: 607-962-4601
Contact: Linda Hansee, Executive Director

The Council serves 11 school districts, offering an "adopt a school" program, various career education programs, an educator workshop highlighting career fields, and publishes a career planning guide.

Industry, Labor, Education Council of the Mohawk Valley
258 Genesee Street
Utica, NY 13502
Phone: 315-724-9805
Contact: Carmen Pecheone, Executive Director

Serving three counties, the ILEC fosters partnerships, maintains a community resource directory, sponsors a career development program for college students, and helps businesses evaluate their training needs.

Niagara Frontier Industry Education Council
2 Pleasant Avenue, West
Lancaster, NY 14086
Phone: 716-686-2032
Contact: Dorothea Sterne, Executive Director

This organization sponsors numerous career and teacher development programs for 23 school districts in western New York.

Business-Education Council
Wyoming County Youth Bureau
26 Linwood Avenue/Suite 3
Warsaw, NY 14569
Phone: 716-786-5198
Contact: Betty Powers, Director

Countywide organization which offers numerous career development programs for students and a career awareness course for educators. It teaches an eight-day career development course in the local high schools.

The SUNY/Purchase Westchester School Partnership
Humanities Building
SUNY/Purchase
Purchase, NY 10577
Phone: 914-253-5137
Contact: Dr. Resa Fremed, Executive Director

A three-way partnership that includes higher education, 23 school districts, and private business and industry in Westchester County. It offers numerous programs for teacher development, a fellowship program for guidance counselors to learn about necessary job skills, and a Young Scholars program.

Support Organizations in New York State

The Business Council of New York State, Inc.
152 Washington Aveue
Albany, NY 12210
Phone: 518-465-7511
Contact: Margarita Mayo, Program Associate

The Regional Laboratory for Educational Improvement of the Northeast and Islands
505 Baldy Hall
SUNY/Buffalo
Buffalo, NY 14260
Phone: 716-636-2963
Contact: Paul W. Haley, Coordinator

Office of Business, Industry, and Education
State Education Department
One Commerce Plaza/Room 1610
Albany, NY 12234
Phone: 518-474-4809
Contact: Robert Poczik, Coordinator

New York State Board of Regents
New York State Education Department
Education Building/Room 102
Albany, NY 12234
Phone: 518-474-5889
Contact: William Carr, Secretary to the Board of Regents

New York State School Boards Association
119 Washington Avenue
Albany, NY 12210
Phone: 518-465-3474
Contact: Louis Grumet, Executive Director

New York State United Teachers
159 Wolf Road
Albany, NY 12233
Phone: 518-459-7740
Contact: Thomas Hobart, President

School Administrators Association of New York
90 State Street
Albany, NY 12210
Phone: 518-449-5829
Contact: Robert Lancto, Executive Director

National Education Association of New York
217 Lark Street
Albany, NY 12210
Phone: 518-462-6451
Contact: Constance Eno, President

New York State Congress of Parents and Teachers
119 Washington Avenue
Albany, NY 12210
Phone: 518-462-5326
Contact: Mary Ann Parker, President

Science Teachers of New York
7 Lawnridge Avenue
Albany, NY
Phone: 518-489-8246
Contact: Ann McGrath

Division of Teacher Education and Certification
New York State Education Department
One Commerce Plaza
Albany, NY 12234
Phone: 518-474-6440
Contact: Dr. Helen Hartle, Coordinator of In-Service Training

National Support Organizations

American Association of School Administrators
Department 130 1801 North Moore Street
Arlington, VA 22209
Phone: 703-528-0700
Contact: Richard Miller, Executive Director

Education Commission of the States
1860 Lincoln Street/Suite 300
Denver, CO 80295
Phone: 303-830-3600
Contact: Frank Newman, Director

American Council on Life Insurance
1850 K Street, NW
Washington, DC 20006
Phone: 202-862-4000
Contact: Richard Schweiker, President

National School Volunteer Program, Inc.
70 North Fairfax Street/Suite 320
Alexandria, VA 20002
Phone: 703-836-4880
Contact: Daniel Merenda, Director

Council of Chief State School Officers
400 North Capitol Street, NW/Suite 379
Washington, DC 20001
Phone: 202-393-8161
Contact: Dr. William Pierce, Director

Education Division
American Chemical Society
1155 16th Street, NW
Washington, DC 20036
Phone: 202-872-4600
Contact: Dr. Moses Passer, Director of Education

Business Council for Effective Literacy
1221 Avenue of the Americas
New York, NY 10020
Phone: 212-512-2415
Contact: Gail Spangenberg, Vice President of Programs

National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, NY 14226
Phone: 716-834-7047
Contact: Dr. Donald Clark, Director

National Parent Teacher Association
700 North Rush Street
Chicago, IL 60611
Phone: 312-787-0977
Contact: Robert Warner, Executive Director

Office of Private Sector Initiatives
U.S. Department of Education
400 Maryland Avenue, SW/Room 4181
Washington, DC 20202
Phone: 202-732-3060
Contact: Shannon Sorzano, Director

National Institute for Work and Learning
1200 18th Street/Suite 316
Washington, DC 20036
Phone: 202-457-0040
Contact: Richard Ungerer, President

National Education Association
1201 16th Street, NW
Washington, DC 20036
Phone: 202-833-4000
Contact: Mary Hatwood Futrell, President

Literacy Volunteers of America, Inc.
404 Oak Street
Syracuse, NY 13203
Phone: 315-471-1300
Contact: Linda Shaffer, Executive Director

National Business Consortium for the Gifted and Talented
1715 N Street
Washington, DC 20036
Phone: 202-293-6894
Contact: Jacqueline Meers, Executive Director

Reading Is Fundamental
600 Maryland Avenue, SW/Room 500
Smithsonian Institution
Washington, DC 20560
Phone: 202-357-1300
Contact: Barbara Atkinson, Director

Society of Manufacturing Engineers
One SME Drive/Box 930
Dearborn, MI 48121
Phone: 313-271-1500
Contact: Kenneth Thorpe, Vice President and General Manager

Suggested Reading

A Nation at Risk
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Stock Number: 065-000-00177-2
Price: $4.50

Action for Excellence
Education Commission of the States
1860 Lincoln
#300
Denver, CO 80295
Price: $5

Business-Education Partnerships: Strategies for School Improvement
The Regional Laboratory for Educational Improvement
290 South Main Street
Andover, MA 01810

Let's Not Reinvent the Wheel
Institute for Educational Leadership, Inc.
1001 Connecticut Avenue, NW/Suite 310
Washington, DC 20036
Price: $6.50

Collaboration: Vocational Education and the Private Sector
American Vocational Association
2020 North 14th Street
Arlington, VA 22201
Price: $20 in hardcover; $12 in paperback

Strategy for the 1980s: Business and Economic Education Model Programs
Chamber of Commerce of the United States
1615 H Street, NW
Washington, DC 20062
Price: $15

School-Business Partnerships: Why Not?
National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
Price: $1

Partners for the '80s: Business and Education
National School Volunteer Program, Inc.
701 North Fairfax Street
Alexandria, VA 22314
Price: $6

Business & Education: Partners for the Future
Chamber of Commerce of the United States
1615 H Street, NW
Washington, DC 20062
Price: $15

A Sure Bet... Business and Education Together
California Chamber of Commerce
1027 10th Street/Box 1736
Sacramento, CA 95808

School Partnerships Handbook
Prentice-Hall, Inc.
Route 59 at Brookhill Drive
West Nyack, NY 10995
Price: $29.95

Company School Collaboration: A Manual for Developing Successful Projects
American Council for Life Insurance
1850 K Street, NW
Washington, DC 20006

Developing Public-Private Approaches to Community Problem-Solving
SRI International
333 Ravenswood
Menlo Park, CA 94025

Investing In Our Children
Committee for Economic Development
Department "A"
477 Madison Avenue
New York, NY 10022
Price: $9.50

Creating and Managing a Corporate School Volunteer Program
National School Volunteer Program
701 North Fairfax Street/Suite 320
Alexandria, VA 22314
Price: $50

Science and Mathematics in the Schools: A Report of a Convocation
National Academy of Science
2101 Constitution Avenue, NW
Washington, DC 20418

Partnerships in Education
Office of Basic Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Catalog of Business and Community Programs in Support of Local Education
Bobbie Cox
Project BET
California State Chamber of Commerce
Box 1736
Sacramento, CA 95808
Price: $5

Adopt-A-School Handbook
Atlanta Public Schools
218 Pryor Street, SW
Atlanta, GA 30335

High School and the Changing Workplace
National Academy Press
2101 Constitution Avenue, NW
Washington, DC 20418
Price: $5.25

The Private Sector in the Public School: Can it Improve Education?
American Enterprise Institute
1150 17th Street, NW
Washington, DC 20036
Price: $4.95

First Lessons: A Report on Elementary Education in America
U.S. Department of Education
Washington, DC 20208

School-Business Cooperation: Programs That Pay Off!
Journal of the New York State School Boards Association, Inc.
New York State School Boards Association, Inc.
119 Washington Avenue
Albany, NY 12210

Educational Partnership
Task Force on Critical Problems
New York State Senate
Albany, NY 12247

A publication of special note is *"ProEducation,"* a magazine dedicated to covering the growing field of business-education partnerships. The magazine is published quarterly during the academic year. Subscription price is $12 a year. Single copies are $4.95 and back issues are $6. Subscriptions are available from: ProEducation Publications, 5000 Park Street, St. Petersburg, FL 33709

The Governor's School and Business Alliance

The Governor's School and Business Alliance brings together schools and business in an equal partnership with government, labor, and community to improve the education and employment opportunities of vulnerable students in school districts with low academic achievement and high dropout rates. The statewide Alliance provides guidelines, coordination and oversight in the challenge of bringing together the available resources of the State, and the private and voluntary sectors to help local communities address the education-employment relationship in a comprehensive manner.

The efforts of the Alliance focus on the local level where comprehensive school-business-community partnerships will be assisted, developed or expanded. Students are expected to respond to the prospect of jobs and the network of services developed to assist them, by committing themselves to learn and remain in school.

ALBANY SABA
c/o Chamber of Commerce
518 Broadway
Albany, NY 12207
Phone: 518-434-1848
Contact: Clara Serpa, Coordinator

BINGHAMTON SABA
98 Oak Street
P. O. Box 2126
Binghamton, NY 13905
Phone: 607-772-0183
Contact: Suzanne Holwitt, Coordinator

BUFFALO SABA
Buffalo Board of Education
Buffalo Vocational/Technical Center
820 Northampton Street
Buffalo, NY 14211
Phone: 716-897-2005, Ext. 256
Contact: Charles Palmeri, Coordinator

NEWBURGH SABA
Newburgh City Schools
Occupational Education
201 Fullerton Avenue
Newburgh, NY 12550
Phone: 914-561-8500
Contact: Paul Mangiamele, Coordinator

NEW YORK CITY SABA
NYC Board of Education
110 Livingston St/Room 618
Brooklyn, NY 11201
Phone: 718-935-3238
Contact: Mariano Guzman, Executive Director of Planning

ROCHESTER SABA
131 West Broad Street
Rochester, NY 14614
Phone: 716-325-4560
Contact: Larry Maynard, Coordinator

SYRACUSE SABA
Syracuse City Schools
725 Harrison Street
Syracuse, NY 13210
Phone: 315-425-4161
Contact: Lionel R. Meno, Superintendent

WYANDANCH SABA
Business Education Department
Wyandanch U.F. School District
Straight Path
Wyandanch, NY 11798
Phone: 516-491-1013
Contact: Al Battle, Acting Coordinator

YONKERS SABA
22 Myrtle Blvd.
Larchmont, NY 10538
Phone: 914-834-5203
Contact: Lee H. Bloom, Coordinator

Teachers Centers

Teacher Resource and Computer Training Centers provide school districts and teachers with an opportunity to develop and participate in ongoing inservice training programs for the dissemination and application of educational research developments and new curricula. There are currently 74 Centers throughout the state with funding in the budget for additional centers.

The Teacher Center of Ardsley-Greenburgh-Elmsford (Hartsdale)
Phone: 914-984-8037
Contact: Helene Steinbuck

Bedford Teacher Center (Bedford)
Phone: 914-241-6116
Contact: John Powers

BOCES/CHHOP Teacher Center (Yorktown Heights)
Phone: 914-245-2700
Contact: Joanne Vale

Brighton Teacher Center (Rochester)
Phone: 716-442-1500
Contact: Christy Walsh

Bronxville Teacher Center (Bronxville)
Phone: 914-337-5660
Contact: Frank Simonett

The Teacher Center of Broome and Tioga Counties (Binghamton)
Phone: 607-729-9301
Contact: Donald Tackley

Buffalo Teacher Center (Buffalo)
Phone: 716-885-7149
Contact: Marion Iwinski

Catskill Regional Teacher Center (Oneonta)
Phone: 607-432-7530
Contact: Barbara Stoehr

Cayuga Onondaga Teacher Center (Auburn)
Phone: 315-253-2385
Contact: Robert Molinaro

Central New York Teacher Center (Syracuse)
Phone: 315-433-2650
Contact: Donna Morrison

Chautauqua County Teachers' Center (Fredonia)
Phone: 716-679-4240
Contact: Patricia Tanner

Connetquot Teacher Center (Bohemia)
Phone: 516-244-2363
Contact: Gail Reich

Dryden Teacher Center (Dryden)
Phone: 607-844-8111
Contact: Laura LoParco

East Meadow Teacher Center (East Meadow)
Phone: 516-794-7000
Contact: Vincent Cirello

East Ramapo Teacher Center (Spring Valley)
Phone: 914-577-6375
Contact: Mary Marino

Endicott Teacher Center (Endicott)
Phone: 607-748-9039
Contact: Michael Scalzo

Erie Catt Teacher Resource Center (Orchard Park)
Phone: 716-662-0135
Contact: Barbara Steinfeldt

Genesee Region Teacher Center (Batavia)
Phone: 716-343-2480
Contact: Jean Shield

Greater Capital Region Teacher Center (East Greenbush)
Phone: 518-477-2635
Contact: Kathy Graham Kelly

Herricks Teacher Center Consortium (New Hyde Park)
Phone: 516-248-1288
Contact: Kathlee Reynolds

Inter-County Teacher Resource Center (Glen Cove)
Phone: 516-671-8186
Contact: Steve Teachout

Islip Teachers' Institute (Central Islip)
Contact: Eileen Gillespie

Jamesville Dewitt/Syracuse University Teacher Center (Jamesville)
Phone: 315-445-8373
Contact: Gerald Mager

Jefferson Lewis Teacher Center (Watertown)
Phone: 315-782-0467
Contact: Thomas Yousey II

Levittown Teacher Center (Levittown)
Phone: 516-579-6275 (after 1 P.M.)
Contact: Jean Fontana or Hilary Kaull

Teachers' Institute of Mamaroneck (Mamaroneck)
Phone: 914-698-9000
Contact: Rose Redding

Manhasset Teacher Curriculum Center (Manhassett)
Phone: 516-541-6600
Contact: Arlene Martin

Massapequa Teacher Center (Massapequa)
Phone: 516-541-6600
Contact: Arlene Martin

Middle Country Teacher Center (Selden)
Phone: 516-736-5895
Contact: Robert Russo

Middletown Teacher Center (Middletown)
Phone: 914-343-3143
Contact: Rose Moskowitz

Mid East Suffolk Teacher Center (Islip)
Phone: 516-277-8204
Contact: Arlene Summers

Mid Hudson Teacher Center (Marlboro)
Phone: 915-236-4745
Contact: Edward Kalish

Mid State Teacher Center (Verona)
Phone: 315-363-8000
Contact: Jenaud Rath

Mohawk Regional Teacher Center (Herkimer)
Phone: 315-867-2097
Contact: Sandra Bliss

Nassau TRACT (Carle Place)
Phone: 516-248-7583
Contact: Thomas Rosati

New Hartford Teacher Center (New Hartford)
Phone: 315-724-9861
Contact: Joan Palmer

New Rochelle Staff Resourece Center (New Rochelle)
Phone: 914-632-9000
Contact: Mary Ellen Forte

New York City Teacher Center Consortium (New York City)
Phone: 212-475-3737
Contact: Myrna Cooper

North Bellmore Teacher Center (North Bellmore)
Phone: 516-679-8094
Contact: Suzanne Weinstein

North Country Teacher Resource Center (Plattsburgh)
Phone: 518-564-5000
Contact: Judith Duken

Norther Westchester/Putnam Teacher Center (North Salem)
Phone: 914-669-5414
Contact: Robert LaRoche

Nyack Staff Development Center (Nyack)
Phone: 914-353-3063
Contact: Joanne Niebanck

Oceanside Teacher Center (Oceanside)
Phone: 516-678-1200
Contact: Carole Anne Geraci

Orleans-Niagara Teacher Resource Center (Newfane)
Phone: 716-778-7754
Contact: Terry Butheri

Oswego County Teacher Center (Mexico)
Phone: 315-963-0818
Contact: Gail Wattier

OWL Teacher Center (Lindenhurst)
Phone: 516-226-2772
Contact: Charlotte Galluccio

Pittsford Teacher Center (Pittsford)
Phone: 716-385-6750
Contact: Wanda Ward

Plainedge Teacher Center (North Massapequa)
Phone: 516-795-9470
Contact: Christine P'Simer

Principal's Center (Greenvale)
Phone: 516-299-2894
Contact: John Owens

Rochester Teacher Center (Rochester)
Phone: 716-266-0006
Contact: John Rigney

Rockland Teacher Center of Haverstraw Stony Point (Stony Point)
Phone: 914-942-2513
Contact: Patricia Sweet

Rome City Teacher Center (Rome)
Phone: 315-339-4433
Contact: Gary Newman

Rush Henrietta Teacher Center (Henrietta)
Phone: 716-359-3137
Contact: Sharon Smith

St. Lawrence Valley Teacher Center (Canton)
Phone: 315-368-4525
Contact: Mark Jones

Scarsdale Teachers' Institute (Scarsdale)
Phone: 914-723-5500
Contact: Judith Schwartz

Schuyler Chemung Tioga/Corning Teacher Center (Elmira)
Phone: 607-739-3581
Contact: Marie Heher

Southampton-Hampton Bays Teacher Center (Southampton)
Phone: 516-283-6800
Contact: Larrilee Jemiola

Southern Tier Teacher Center (Bath)
Phone: 607-776-6879
Contact: Madge Larrimore

South Hampton Teacher Center (Huntington Station)
Phone: 516-673-1765
Contact: Marilyn Zaretsky

Southtown Teacher Center (Hamburg)
Phone: 716-649-6775
Contact: Marcella Fugle

The Teacher Center of the
State University College at Purchase (Purchase)
Phone: 914-253-5137
Contact: Susan Cook

Sullivan County Teacher Center (Liberty)
Phone: 914-292-4332
Contact: Anne Coleman

Syracuse Teacher Center (Syracuse)
Phone: 315-425-4217 or 315-425-4236
Contact: Joseph Schramm

Utica City Teacher Center (Utica)
Phone: 315-797-4088
Contact: Alfred Candido, Sr.

Valley Stream Teacher Resource Center (Valley Stream)
Phone: 516-561-1492
Contact: Carl Botti or John LuFrano

Victor Teacher Center (Victor)
Phone: 716-924-3252
Contact: Bonny Trippi

Wantagh Seaford Teacher Center (Wantagh)
Phone: 516-781-2604
Contact: Richard Froelich or Patrick Gallagher

Wayne-Finger Lakes Teacher Resource Center (Stanley)
Phone: 716-526-6400
Contact: Barbara Schmidt

Westchester Principals' Center (Ardsley)
Phone: 914-693-7576
Contact: Philip Hallinger

Western Suffolk Teacher Resource Center (Commack)
Phone: 516-543-0597
Contact: Constance Turner

West Genesee/Syracuse University Teacher Center (Camilus)
Phone: 315-672-3183
Contact: Gwen Yarger

Westhampton Beach Teacher Center (Westhampton Beach)
Phone: 516-288-3801
Contact: Phyllis Ballard

West Irondequoit Teaching/Learning Center (Rochester)
Phone: 716-342-5500
Contact: Meryl Hanley

White Plains Teacher Center (White Plains)
Phone: 914-997-2438
Contact: Adele Wenz